

SOUTH CAROLINA ALIGNMENT FOR NIH SUPPLEMENT THE BRAIN: OUR SENSE OF SELF

THE BRAIN: OUR SENSE OF SELF		
South Carolina Science Academic Standards – Grades 6 - 8		
Lesson	Standard	Indicator
3, 4	6-1.1 7-1.1 8-1.6	Use appropriate tools and instruments safely and accurately when conducting a controlled scientific investigation.
2, 3, 4	6-1.2	Differentiate between observation and inference during the analysis and interpretation of data.
4	6-3.7	Compare learned to inherited behaviors in animals.
3, 4	7-1.2	Generate questions that can be answered through scientific investigation.
3, 4	7-1.3	Explain the reasons for testing one independent variable at a time in a controlled scientific investigation.
3, 4	7-1.5	Explain the relationships between independent and dependent variables in a controlled scientific investigation through the use of appropriate graphs, tables, and charts.
3, 4	7-1.6	Critique a conclusion drawn from a scientific investigation.
4	7-2.7	Distinguish between inherited traits and those acquired from environmental factors.
3, 4	7-3.1	Summarize the levels of structural organization within the human body (including cells, tissues, organs, and systems).
3, 4, 5	7-3.3	Summarize the relationships of the major body systems (including the circulatory, respiratory, digestive, excretory, nervous, muscular, and skeletal systems).
3, 4	8-1.2	Recognize the importance of a systematic process for safely and accurately conducting investigations.
2, 3, 4	8-1.3	Construct explanations and conclusions from interpretations of data obtained during a controlled scientific investigation.
2, 3, 4	8-1.4	Generate questions for further study on the basis of prior investigations.
South Carolina Mathematics Academic Standards – Grades 6 - 8		
Number and Operations		
Lesson	Standard	Expectation
4	I.G.1	Use integers to describe real-world phenomena in order to develop meanings for integers. (6) Compare and order integers. (7)

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4	II.B.1	Apply the commutative, associative, and distributive properties to simplify computations with whole numbers, fractions, and decimals. (6) Apply the associative, commutative, and distributive properties for operations on integers, fractions, and decimals. (7) Apply the associative, commutative, and distributive properties to simplify expressions. (8)
Algebra		
4	I.B.1	Use different forms of representing information (e.g., graphical, symbolic, tabular). (7)
4	II.B.1	Analyze quantitative changes by comparing and contrasting numerical patterns in tables with their respective graphs in the coordinate plane. (7)
4	III.A.1	Use graphs and tables to solve applied problems. (6)
4	IV.A.1	Use tables and graphs to model and analyze linear relationships between variables. (8)
Data Analysis and Probability		
4	I.A	Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population. (6 & 7)
4	I.B	Select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatterplots.
4	III.A.1	Make inferences and predictions based on the analysis of sample data. (7)
4	III.C.2	Formulate new areas of investigation based on the results of prior experiments. (8)
South Carolina Language Arts Academic Standards – Grades 6 - 8		
Lesson	Standard	Indicator
3, 4, 5	6-R1.3 7-R1.3 8-R1.3	Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
3, 4, 5	6-R1.4 7-R1.4 8-R1.4	Demonstrate the ability to summarize, and paraphrase texts (6); to summarize, paraphrase, analyze, and evaluate what he or she has read. (7 & 8)
All lessons	6-R1.8 7-R1.8 8-R1.8	Demonstrate the ability to draw conclusions and make inferences.

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2, 3, 4	6-R1.12 7-R1.12 8-R1.12	Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.
2, 3, 4, 5	6-R1.14 7-R1.14 8-R1.14	Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
2, 3, 4, 5	6-W1.3 7-W1.3 8-W1.3	Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.
2, 3, 4, 5	6-W1.6.1 7-W1.6.1 8-W1.6.1	Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.
3, 4	6-W2.1 7-W2.1 8-W2.1	Demonstrate the ability to use writing to explain and inform.
3	6-W2.2 7-W2.2 8-W2.2	Demonstrate the ability to use writing to learn, entertain, and describe.
2, 3, 4, 5	6-W3.1 7-W3.1 8-W3.1	Demonstrate the ability to respond to texts both orally and in writing.
2, 3, 4, 5	6-W3.3 7-W3.3 8-W3.3	Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.
2, 3, 4, 5	6-W4.1 7-W4.1 8-W4.1	Demonstrate the ability to write legibly using print or cursive handwriting.
All lessons	6-C1.18 7-C1.17 8-C1.15	Begin/Continue/Demonstrate using critical analysis to formulate appropriate oral responses.

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All lessons	6-C2.1 7-C2.1 8-C2.1	Demonstrate the ability to listen for meaning in conversations and discussions.
All lessons	6-C2.2 7-C2.2 8-C2.2	Demonstrate the ability to summarize conversations and discussions.
1, 2	6-C2.3 7-C2.3 8-C2.3	Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
2, 3, 4	6-C2.5 7-C2.5 8-C2.5	Demonstrate the ability to listen to record information as a member of a group.
1, 2, 3, 4	6-C3.2 7-C3.2 8-C3.2	Demonstrate the ability to summarize information that he or she receives from nonprint sources.
1, 2, 3, 4	6-C3.4 7-C3.4 8-C3.4	Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.
1, 2, 3, 4	6-C3.11 7-C3.11 8-C3.11	Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.
2, 3, 4	6-RS1.1 7-RS1.1 8-RS1.1	Demonstrate the ability to ask questions to guide his or her research inquiry.
2, 3, 4	6-RS1.2 7-RS1.2 8-RS1.2	Begin/Continue/Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.
South Carolina Health Lifetime Wellness Standards – Grade 8		
Lesson	Standard	Indicator
4	I.1.a	Describe how lifestyle behaviors, environment, genetics, and medical care influence health.

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4, 5	I.2.a	Analyze the validity of health information, products, and services.
4	I.4.a	Analyze the influence of peers, family, and mass media on health behaviors.
4	I.4.c	Analyze the influence of technology and the environment on personal health.
All lessons	III.5.b	Demonstrate effective interpersonal communication skills.